

MERCEDES INDEPENDENT SCHOOL DISTRICT

COORDINATOR EVALUATION INSTRUMENT

(Academic Coach/Math Science Interventionist)

Coordinator _____

Years in Current Position _____

School _____

Date _____

The purpose of this evaluation is:

Through evaluation, the supervisor will review and document the Coordinator’s professional performance and develop a professional development plan to help the Coordinator improve his/her skills.

Rating Scale

 1 Unsatisfactory

 2 Below Expectations

 3 Satisfactory

 4 Exceeding Expectations

 5 Clearly Outstanding

I. Instructional Management

- 1. Systematically and continuously monitors instructional and managerial processes to ensure that program activities are related to program outcomes; uses these findings for corrective action and improvement, as well as for recognition of success. 1 2 3 4 5
- 2. Provides instructional resources and materials to support teaching staff in accomplishing instructional goals. 1 2 3 4 5
- 3. Evaluates and recommends improvement in the purposes, design, and implementation of the instructional program, as well as other support programs related to the mission of the school. 1 2 3 4 5

Coordinator’s documentation of major outcomes:

Comments: _____

II. School District/Organizational Climate

- | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. Communicates and promotes high expectation levels for staff and student performance in an enabling, supportive way; provides proper recognition of excellence and achievement. | 1 | 2 | 3 | 4 | 5 |
| 2. Establishes and maintains an environment which is conducive to positive staff morale and directed towards achievement of the school's mission. | 1 | 2 | 3 | 4 | 5 |
| 3. Fosters collegiality and team-building among staff, encouraging their active involvement in decision-making. | 1 | 2 | 3 | 4 | 5 |
| 4. Communicates effectively with other Coordinators, staff, parents, and community. | 1 | 2 | 3 | 4 | 5 |
| 5. Assesses the organization's climate and uses resultant data to develop improvement plans collaboratively with others. | 1 | 2 | 3 | 4 | 5 |
| 6. Has a clear sense of the organization's mission; actively involves the staff in planning and decision-making in order to accomplish the mission. | 1 | 2 | 3 | 4 | 5 |
| 7. Initiates and supports programs and actions that facilitate a positive, caring climate for learning and an orderly, purposeful environment. | 1 | 2 | 3 | 4 | 5 |

Coordinator's documentation of major outcomes in the area of School District/Organizational Climate:

Comments: _____

III. School/Organizational Improvement

- | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. Establishes an effective means for the development, review, and/or revision of the District Action Plan. | 1 | 2 | 3 | 4 | 5 |
| 2. Establishes and maintains systematic and effective monitoring of the District Action Plan. | 1 | 2 | 3 | 4 | 5 |
| 3. Determines and builds a common vision with district and campus staff for school improvement; directs planning activities and implements programs collaboratively with staff to ensure attainment of school's mission. | 1 | 2 | 3 | 4 | 5 |
| 4. Identifies, analyzes, and applies research findings (e.g., effective school research correlates) to facilitate school improvement. | 1 | 2 | 3 | 4 | 5 |
| 5. Develops (as necessary), maintains, and utilizes appropriate information systems and records necessary for attainment of District Performance Objectives (Academic Excellence Indicators). | 1 | 2 | 3 | 4 | 5 |

Coordinator's documentation of major outcomes in the area of School/Organizational Improvement:

Comments: _____

IV. Personnel Management

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1. Uses developmental supervision effectively and comprehensively with all staff by systematically observing performance. | 1 2 3 4 5 |
| 2. Uses the PDAS or alternative assessment appropriately and ensures that evaluations clearly and accurately represent staff performance. | 1 2 3 4 5 |
| 3. Confers with staff regarding their professional growth; works jointly with them to develop and accomplish improvement goals. | 1 2 3 4 5 |
| 4. Identifies, provides and/or encourages participation in available in-service training options to address the goals identified through the growth planning process. | 1 2 3 4 5 |
| 5. Clearly defines expectations for staff performance. | 1 2 3 4 5 |
| 6. Encourages personal and professional growth and leadership among the staff; recognizes exemplary performance. | 1 2 3 4 5 |
| 7. Is effective in interviewing, selecting, and orienting new staff, makes sound recommendations relative to personnel placement, transfer, retention, and dismissal. | 1 2 3 4 5 |

Coordinator's documentation of major outcomes in the area of Personnel Management:

Comments: _____

V. Administration and Fiscal/Facilities Management

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1. Complies with district policies, as well as state and federal laws and regulations, in pursuing the mission of the District. | 1 2 3 4 5 |
| 2. Is effective in scheduling activities and the use of resources needed to accomplish determined goals. | 1 2 3 4 5 |
| 3. Develops budgets based upon documented program needs, estimated enrollment, personnel and other fiscal needs; implements programs within budget limits; maintains, fiscal control; accurately reports fiscal information. | 1 2 3 4 5 |
| 4. Manages all facilities effectively; efficiently supervises their maintenance to ensure clean, orderly, and safe buildings and grounds as appropriate. | 1 2 3 4 5 |

Coordinator's documentation of major outcomes in the area of Administration and Fiscal/Facilities Management:

Comments: _____

VI. Professional Growth and Development

- | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. Works with the staff to create a comprehensive plan for professional development. | 1 | 2 | 3 | 4 | 5 |
| 2. Uses ongoing assessment to ensure that professional development activities are based on the changing needs of the District and that they are effective in promoting student learning. | 1 | 2 | 3 | 4 | 5 |
| 3. Uses self-assessment to identify areas of professional growth; develops an identity as a professional. | 1 | 2 | 3 | 4 | 5 |
| 4. Disseminates ideas and information to other professionals; provides leadership in addressing the challenges facing the profession (e.g., active involvement in professional associations, professional presentations at conferences, etc.). | 1 | 2 | 3 | 4 | 5 |
| 5. Conducts oneself in a professional, ethical manner, in accordance with generally accepted community standards; complies with TEA code of ethics. | 1 | 2 | 3 | 4 | 5 |
| 6. Strives to improve leadership skills through self-initiated professional development activities (e.g., undertaking professional reading, attending conferences, participating in training programs). | 1 | 2 | 3 | 4 | 5 |

Coordinator’s documentation of major outcomes in the area of Professional Growth and Development:

Comments: _____

VII.School/Community Relations

- | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. Articulates the District’s mission to the community and solicits their support in making that mission become a reality. | 1 | 2 | 3 | 4 | 5 |
| 2. Demonstrates awareness of school/community needs and initiates activities to meet those identified needs. | 1 | 2 | 3 | 4 | 5 |
| 3. Demonstrates the use of appropriate and effective techniques for community and parent involvement. | 1 | 2 | 3 | 4 | 5 |
| 4. Emphasizes and nurtures two-way communication between the District and the community. | 1 | 2 | 3 | 4 | 5 |
| 5. Projects a positive image to the community. | 1 | 2 | 3 | 4 | 5 |

Coordinator’s documentation of major outcomes in the area of School/Community Relations:

Comments: _____

VIII. Academic Excellence Indicators

- 1. Attains the performance objectives established by the Board. 1 2 3 4 5
- 2. Meets the criteria established for the academic indicators. 1 2 3 4 5

Coordinator’s documentation of major outcomes in the area of Academic Excellence Indicators:

Comments: _____

**Coordinator’s Summative Evaluation/Portfolio
Summative Evaluation Strengths**

**Coordinator’s Comments
(summary statement of agreement/disagreement with any of the foregoing)**

Evaluator Date Coordinator Date

The Coordinator’s signature indicates neither agreement nor disagreement.

An evaluative criteria rated less than satisfactory will be incorporated into a professional growth plan and if desired, the Coordinator may attach a written response to this document.